

# **Indicator 13: Compliance with Regulations on Transition from School to Adult Life**

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# Purpose of Transition Teleconference

- Provide a review of State Performance Plan (SPP) Indicator 13 and the specific IDEA requirements for transition planning for students aged 16 and above that will be monitored by NJOSEP as part of the targeted review;
- Provide resources to assist the district with implementing IDEA and facilitating appropriate transition services; and
- Review the procedures and timelines for submission of documentation by the district for the NJOSEP targeted review.

# Transition Defined

**Transition** is a *formal process* of *long-range cooperative planning* that will assist students with disabilities to successfully move from school into the adult world.

**Indicator 13:** Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.  
[20 U.S.C.1416(a)(3)(B)]

# Documents to be Submitted to NJOSEP for Transition Targeted Review

- For **each** of the selected students, age 16 or above:
  - A copy of the **current** IEP;
  - A copy of the student invitation to the IEP meeting;
  - Documentation of transition assessment; AND
  - If an agency that may pay or provide services to the student was invited to the last IEP meeting, a copy of the invitation and parental consent to invite the agency.

# In the IEP of Students Aged 16 and Older, .....

## Focus Points:

1. Is there an appropriate measurable postsecondary goal or goals that covers education or training, or employment, and, as needed, independent living?
2. Is (are) the postsecondary goal(s) updated annually?
3. Is there evidence that the measurable postsecondary goal(s) were based on age appropriate transition assessment?
4. Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goal(s)?

# In the IEP of Students Aged 16 and Older, ...(Continued)

5. Do the transition services include courses of study that will reasonably enable the student to meet his or her postsecondary goal(s)?
6. Is (are) there annual IEP goal(s) related to the student's transition services needs?
7. Is there evidence that the student was invited to the IEP Team meeting where transition services were discussed?
8. If appropriate, is there evidence that a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority?

# Data Collection Form (DCF) Transition to Adult Life

1. Is there an appropriate measurable postsecondary goal or goals that covers education or training, or employment, and, as needed, independent living?

# Question 1: Postsecondary Goal

- **Definition:** A goal or goals indicating what the student plans to do after high school regarding:
  - Employment – specific job or field
  - Education – college, trade school
  - If appropriate, independent living
- **Required Evidence:** Current IEP listing postsecondary goal(s) (State sample IEP Form Box A)
- A postsecondary goal **MUST** be included in the IEP. If the student is uncertain, conduct additional transition assessment to identify a postsecondary goal(s)

## STATEMENT OF TRANSITION PLANNING

Beginning with the IEP in place for the school year when the student will turn age 14, or younger, if appropriate, develop the long range educational plan for the student's future. Review annually.

Statement of the student's strengths, interests and preferences.

### APPROPRIATE MEASURABLE POSTSECONDARY GOALS

Postsecondary Education: (Including, but not limited to, college, vocational training, and continuing and adult education)

Employment/Career:

Community Participation: (Including, but not limited, to recreation and leisure activities, and participation in community organizations)

Independent Living:

### COURSES OF STUDY

Considering the student's strengths, interests, preferences, and desired postsecondary goals, list the specific courses of study for the period of time covered by this IEP. Include both general education and special education courses. When appropriate, identify the courses of study projected for future years.

Grade\_\_\_ Courses of Study (List course names):

Grade\_\_\_ Projected Courses of Study (List course names):

Grade\_\_\_ Projected Courses of Study (List course names):

Grade\_\_\_ Projected Courses of Study (List course names):

### RELATED STRATEGIES AND/OR ACTIVITIES

In addition to the courses listed above, list related strategies and/or activities that are consistent with the student's strengths, interests, and preferences, and are intended to assist the student in developing or attaining postsecondary goals related to training, education, employment and, if appropriate, independent living.

# How do I write measurable postsecondary goals?

Examples:

- "After graduating high school, the student will \_\_\_\_\_"
- "After graduating high school, the student is planning to \_\_\_\_\_"
- Use results-oriented terms such as "enroll in", "work", "live independently"
- Use descriptors such as "full-time" and "part-time"

# Appropriate Measurable Postsecondary Goals

- Prior Findings:
  - Leaving this section in the IEP blank, stating "Undecided" or another indication that the student does not have postsecondary goals.
  - Including the student's needs, current status information, or past accomplishments.
  - Including staff impressions of what the student will be capable of doing after high school.
  - Including the parent's, educator's, or other's future plans *for* the student.
  - Including what the student plans to do *prior* to finishing high school.

# Data Collection Form (DCF) Transition to Adult Life

2. Is (are) the postsecondary goal(s) updated annually?

## Question 2: Postsecondary Goals Updated Annually

- **Definition:** At each annual review, for students turning age 16 and above, the IEP team, including the student, discusses and documents the student's current postsecondary goals for education, training, employment and/or independent living
- **Required Evidence:** **Current** IEP listing postsecondary goal(s) (State sample IEP Form Box A)

# Data Collection Form (DCF) Transition to Adult Life

3. Is there evidence that the measurable postsecondary goal(s) were based on age appropriate transition assessment?

# Question 3: Transition Assessment

- **Definition:** An ongoing process of collecting information on the student's strengths, preferences and interests as they relate to the demands of current and future working, educational, living, and personal and social environments. (Sitlington, Neubert, & Leconte 2007)

# Question 3: Transition Assessment

- **Required Evidence:** Documentation of transition assessment (formal or informal) which can include ONE or MORE of the following:
  - Description of interviews conducted with student, parents, and others in the PLAAF section of the IEP
  - Documentation of computer-based transition assessments
  - Copies of formal assessment/test results
  - Copies of curriculum-based assessments (i.e. writing prompt on self-discovery or future goals)
  - Documentation of observational and situational assessments

# Age-Appropriate Transition Assessments

## Resources:

- [www.nsttac.org](http://www.nsttac.org) (Transition Assessment Toolkit)
- CEC and NSTTAC Fact Sheet
- Career Planning Begins with Assessment: A Guide for Professionals Serving Youth with Educational and Career Development Challenges

[www.ncwd-youth.info/career-planning-begins-with-assessment](http://www.ncwd-youth.info/career-planning-begins-with-assessment)

- Guide to Computer/internet-based tools:  
[www.quintcareers.com/career\\_assessment.html](http://www.quintcareers.com/career_assessment.html)

# Age Appropriate Transition Assessments

The following publications are available at your regional Learning Resource Center

- Transition Methods For Youth With Disabilities, Chapter 3, by David W. Test, Nellie P. Aspel, and Jane M. Everson
- Transition Assessment: Wise Practices for Quality Lives by Caren L. Sax and Colleen A. Thoma
- Assessment for Transitions Planning - Second Edition by Gary M. Clark

# Data Collection Form (DCF)

## Transition to Adult Life

4. Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goal(s)?

# Question 4: Transition Services

- **Definition:** Activities and/or strategies in the IEP that will reasonably enable the student to meet his/her postsecondary goal(s)
- **Required Evidence:** Current IEP listing activities and strategies/services, dates of implementation and persons or agency arranging or providing services (job titles are acceptable) (State Sample IEP form Box B)

B

**STATEMENT OF TRANSITION SERVICES: COORDINATED ACTIVITIES/STRATEGIES**

Beginning with the IEP in place for the school year when the student will turn age 16 or younger, if appropriate, complete the following multi-year plan for promoting movement from school to the student’s desired post-school goals. The student’s needs, strengths, interests and preferences in each area (instruction, community experiences, etc.) must be considered and responsibilities should be shared among participants (student, parent, school staff, outside agencies, employers, etc.).

Activities/Strategies Related to Measurable Postsecondary Goals	Expected Date of Implementation	Person or Agency Arranging and/or Providing Services
<b>Instruction – Postsecondary Education/Training</b>		
<b>Related Services</b>		
<b>Community Experiences</b>		

B

**STATEMENT OF TRANSITION SERVICES NEEDED TO ATTAIN MEASURABLE  
POSTSECONDARY GOALS:**

**COORDINATED ACTIVITIES/STRATEGIES (Continued)**

<b>Activities/Strategies Related to Measurable Postsecondary Goals</b>	<b>Expected Date of Implementation</b>	<b>Person or Agency Arranging and/or Providing Services</b>
<b>Employment</b>		
<b>Adult Living Objectives</b>		
<b>Daily Living Skills</b>		
<b>Functional Vocational Evaluation</b>		

# Statement of Transition Services

## ■ Prior Findings:

- Repeating information in this section from other areas of the IEP (i.e. current educational program description).
- Lack of individualization across students
- Listing people responsible and one implementation date for multiple activities/strategies in an area, rather than specifying the individuals responsible and implementation dates for each activity/strategy within an area. For example:

## STATEMENT OF TRANSITION SERVICES: COORDINATED ACTIVITIES/STRATEGIES

Beginning with the IEP in place for the school year when the student will turn age 16 or younger, if appropriate, complete the following multi-year plan for promoting movement from school to the student's desired post-school goals. The student's needs, strengths, interests and preferences in each area (instruction, community experiences, etc.) must be considered and responsibilities should be shared among participants (student, parent, school staff, outside agencies, employers, etc.).

Activities/Strategies Related to Measurable Postsecondary Goals	Expected Date of Implementation	Person or Agency Arranging and/or Providing Services
<b>Instruction – Postsecondary Education/Training</b>  <ol style="list-style-type: none"><li>1. Learn about section 504 of the Rehabilitation Act</li><li>2. Enroll in SAT prep course</li><li>3. Visit college campuses and meet with student support services</li><li>4. Learn about process for accessing apartments for rent</li><li>5. Obtain, complete, and submit applications to Rutgers and Rowan</li><li>6. Obtain, complete, and submit applications for tuition assistance</li></ol>	<b>Who is doing what, and when?</b>  9/11	Guidance, transition coordinator, special education teacher, Student, Parent

## STATEMENT OF TRANSITION SERVICES: COORDINATED ACTIVITIES/STRATEGIES

Beginning with the IEP in place for the school year when the student will turn age 16 or younger, if appropriate, complete the following multi-year plan for promoting movement from school to the student's desired post-school goals. The student's needs, strengths, interests and preferences in each area (instruction, community experiences, etc.) must be considered and responsibilities should be shared among participants (student, parent, school staff, outside agencies, employers, etc.).

<b>Activities/Strategies Related to Measurable Postsecondary Goals</b>	<b>Expected Date of Implementation</b>	<b>Person or Agency Arranging and/or Providing Services</b>
<b>Instruction – Postsecondary Education/Training</b>  1. Learn about section 504 of the Rehabilitation Act 2. Enroll in SAT prep course 3. Visit college campuses and meet with student support services 4. Learn about process for accessing apartments for rent 5. Obtain, complete, and submit applications to Rutgers and Rowan 6. Obtain, complete, and submit applications for tuition assistance	Fall 2011  Fall 2012 Spring and Fall 2013 Spring 2012  Fall 2013  Fall 2013	Student, Teacher  Student, Parent Student, Parent  Student, Teacher  Student, Guidance  Student, Parent

# Data Collection Form (DCF)

## Transition to Adult Life

5. Do the transition services include courses of study that will reasonably enable the student to meet his or her postsecondary goal(s)?

# Question 5: Course of Study

- **Definition:** Names of specific courses student will take during IEP implementation period – related to postsecondary goal(s)
- **Required Evidence:** The student's current IEP listing the names of the courses he/she will take during the implementation year (State sample IEP Form Box C)



## STATEMENT OF TRANSITION PLANNING

Beginning with the IEP in place for the school year when the student will turn age 14, or younger, if appropriate, develop the long range educational plan for the student's future. Review annually.

Statement of the student's strengths, interests and preferences.

### APPROPRIATE MEASURABLE POSTSECONDARY GOALS

Postsecondary Education: (Including, but not limited to, college, vocational training, and continuing and adult education)

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Community Participation: (Including, but not limited, to recreation and leisure activities, and participation in community organizations)

Independent Living:

### COURSES OF STUDY

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Grade\_\_\_ Courses of Study (List course names):

Grade\_\_\_ Projected Courses of Study (List course names):

Grade\_\_\_ Projected Courses of Study (List course names):

Grade\_\_\_ Projected Courses of Study (List course names):

### RELATED STRATEGIES AND/OR ACTIVITIES

In addition to the courses listed above, list related strategies and/or activities that are consistent with the student's strengths, interests, and preferences, and are intended to assist the student in developing or attaining postsecondary goals related to training, education, employment and, if appropriate, independent living.

# Data Collection Form (DCF) Transition to Adult Life

6. Is (are) there annual IEP goal(s) related to the student's transition services needs?

# Question 6: IEP Goals Related to Transition Service Needs

- **Definition:** Annual goal(s) and objective(s) in the IEP that relate to the postsecondary goal:
  - Goals and objectives related to CCCS leading to a high school diploma
  - Goals and objectives for an occupational program
  - Goals and objectives for other needs related to the student's postsecondary goals (i.e., mobility)
- **Required Evidence:** IEP - (State sample IEP Form Box D)

## ACADEMIC AND/OR FUNCTIONAL AREA:

**ANNUAL MEASURABLE ACADEMIC AND/OR FUNCTIONAL GOAL:** (Academic goals should be related to the Core Curriculum Content Standards through the general education curriculum unless otherwise required according to the student's educational needs.)

D

BENCHMARKS OR SHORT TERM OBJECTIVES:	CRITERIA	EVALUATION PROCEDURES

### MODIFICATIONS AND SUPPLEMENTARY AIDS AND SERVICES IN THE REGULAR EDUCATION CLASSROOM

State the modifications for the student to be involved and progress in the general education curriculum and be educated with nondisabled students. State the supplementary aids and services that will be provided to the student or on behalf of the student [N.J.A.C. 6A:14-3.7(e)4]. Identify any assistive technology devices and services to be provided. Attach additional pages as necessary.

State the modifications to enable the student to participate in the general education curriculum.	State the supplementary aids and services.

### MODIFICATIONS AND SUPPLEMENTARY AIDS AND SERVICES IN THE SPECIAL EDUCATION CLASSROOM

If the student will not be participating in the regular education classroom, state the modifications and supplementary aids and services to enable the student to be involved and progress in the general education curriculum in the special education classroom. Identify any assistive technology devices and services to be provided. Attach additional pages as necessary.

State the modifications to enable the student to participate in the general education curriculum.	State the supplementary aids and services.

# Data Collection Form (DCF) Transition to Adult Life

7. Is there evidence that the student was invited to the IEP Team meeting where transition services were discussed?

# Questions 7: Student Invitation

- **Definition:** A written invitation, addressed to the student, to the IEP meeting where transition services will be discussed
- **Required Evidence:** Copy of the written invitation, addressed to the student, that includes the time, location and purpose of the meeting



# STUDENT INVITATION TO A TRANSITION IEP MEETING

## TURNING AGE 16 (or younger, if appropriate)

Date:

Dear (Student's Name):

You are invited to attend a meeting to review and revise your individualized education program (IEP). Some of the activities of this meeting will be to discuss; 1) your strengths, interests and preferences; 2) the courses, related strategies and transition services that will help you to develop and achieve your goals for the future; and 3) the other agencies that may provide help to you both now and in the future to live a successful adult life.

The meeting is scheduled for:

**Date:**

**Time:**

**Location:**

The following individuals will be attending the meeting:

- \_\_\_\_\_ School psychologist
- \_\_\_\_\_ Learning disabilities/teacher consultant
- \_\_\_\_\_ School social worker
- \_\_\_\_\_ Special education teacher
- \_\_\_\_\_ General education teacher
- \_\_\_\_\_ Related services provider
- \_\_\_\_\_ Other school personnel: \_\_\_\_\_
- \_\_\_\_\_ Representatives from the following outside agency or agencies: \_\_\_\_\_

Your participation in this meeting is important. Please make arrangements to attend. If you have any questions or would like help in preparing for this meeting, please contact me at (phone).

Sincerely,

(Name)

(Title)

# Student Invitation

- Prior Findings:
  - Sending student invitation via mail to the parents
  - Verbal invitations
  - Only providing hall passes

# Data Collection Form (DCF)

## Transition to Adult Life

8. If appropriate, is there evidence that a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority?

# Question 8: Agency Invitation to IEP Meeting (if appropriate)

- **Definition:** Written invitation to an IEP meeting addressed to an agency that is likely to provide or pay for services to the student during the implementation period of the IEP.
  - Required only if the student's IEP states that the agency will provide or pay for services to the student during the implementation period of the IEP
  - Cannot be sent without written consent from the parent
- **Required Evidence:** Copy of written invitation addressed to the agency to the IEP meeting which includes the time, date and place of the meeting AND copy of written parental consent (See sample notice forms),<sub>8</sub>

**SAMPLE REQUEST FOR CONSENT  
TO INVITE AGENCY REPRESENTATIVE(S) TO A TRANSITION IEP MEETING  
(Parent)**

Date:

Name

Address

City, NJ 00000

Dear (parent's name):

We are beginning to plan for your (son's/daughter's) next IEP meeting. During the meeting, we will be discussing (his/her) transition from school to adult life. To assist in planning for your (son's/daughter's) future after high school, we would like to invite a representative from an agency or agencies that would be likely to provide or pay for transition services. A brief list or description of the services offered by the agency or agencies is listed below. Before a representative may be invited your written consent is needed. Please complete the form below and return it to school no later than (date) so that we may invite the necessary person(s) to the meeting. An invitation to the meeting will be sent to you at as soon as we schedule the meeting.

If you have any questions about this you may contact me at (phone number).

Sincerely,

Name, title

.....

Name of Agency:

List or Description of Agency Services:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_ I give permission to invite a representative from the agency/agencies listed above to my (son's/daughter's) IEP meeting.

\_\_\_\_ I do not give permission to invite a representative from the agency/agencies listed above to my (son's/daughter's) IEP meeting.

\_\_\_\_\_  
(Signature)

\_\_\_\_\_  
(Date)

# Agency Invitation

- Prior Findings:
  - Sending agency representatives a copy of the parent notice of a meeting
  - Verbal invitations
  - Inviting an agency to the IEP meeting without written consent

# Targeted Review Requirements

## District Activities

- The district must submit a list of all students with IEPs, ages 16 and above, educated in and out of the district to NJOSEP by **November 19, 2010.**
- **Include; Name, Date of Birth, Eligibility Category, Placement and Race/Ethnicity**
- **Send list to:**

Dr. Peggy McDonald

NJDOE, Office of Special Education Programs

PO Box 500

100 River View Plaza

Trenton, NJ 08625

# Targeted Review Requirements

## District Activities

- **October 2010-February 2011**
  - Using the **Data Collection Form**, the district will review files of students, ages 16 and above, to review current status of compliance with transition requirements.
  - Issue an addendum or conduct an IEP meeting to correct any noncompliance identified.

# Targeted Review Requirements

## NJOSEP Activities

- **December 2010:** NJOSEP will review the list submitted by the district and identify students whose files will be reviewed as part of the targeted review.

# Targeted Review Requirements

## NJOSEP Activities

- **March 2011:** A monitor from NJOSEP will contact the district with the names of students whose files will be reviewed. For each of the identified students, the district will be required to submit to NJOSEP 1 copy of:
  - The student's CURRENT IEP;
  - The Invitation to the Student to the IEP meeting;
  - Documentation of Transition Assessment (refer to slides 16-19); and
  - If an agency that may pay or provide services to the student was invited to the meeting to develop the current IEP, the invitation and parental consent to invite the agency.

# Targeted Review Requirements

## NJOSEP Activities

- Note: Districts may submit documentation or bring files to the nearest DOE location for the targeted review.

# Targeted Review Requirements

## NJOSEP Activities Continued

- April – May 2011
  - NJOSEP will review files submitted by district and determine the status of compliance with each of the 8 indicators (Questions 1 – 8) using the DCF; and
  - Develop report for each district regarding status of compliance.
- July – December 2011
  - NJOSEP monitors will verify correction of noncompliance.

# Optional Technical Assistance Meeting

- One hour meeting - Bring IEPs and questions
  - LRC-Central in Trenton – November 3 & 23
  - LRC-South in Mullica Hill – November 1 & 22
  - LRC-NS in Morris Plains – November 4 & 8
- To schedule a date and time please call Mr. Samuel Jordan at (973) 569-2127 x227
- Directions are available on the web at:  
[www.nj.gov/education/genfo/directions.htm#lrc](http://www.nj.gov/education/genfo/directions.htm#lrc)

# For More Information

Visit [www.nj.gov/education/special/](http://www.nj.gov/education/special/)

For questions regarding targeted review procedures ,  
contact

Sam Jordan 973-569-2127 x 227

[samuel.jordan@doe.state.nj.us](mailto:samuel.jordan@doe.state.nj.us)

For questions regarding transition practices, contact

Bill Freeman 609-292-0362

[bill.freeman@doe.state.nj.us](mailto:bill.freeman@doe.state.nj.us)

Bob Haugh 609-633-6431

[robert.haugh@doe.state.nj.us](mailto:robert.haugh@doe.state.nj.us)